



Black Street Elementary

120 Smith Street
Walterboro, South Carolina

Grades	K-5 Elementary School	
Enrollment	439 Students	
Principal	Tracy McDonald	843-549-7702
Superintendent	Charles W. Gale Jr.	843-782-4510
Board Chair	P. A. Pournelle	843-549-5715

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	At-Risk	Below Average
2006	At-Risk	At-Risk
2005	Below Average	At-Risk
2004	Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

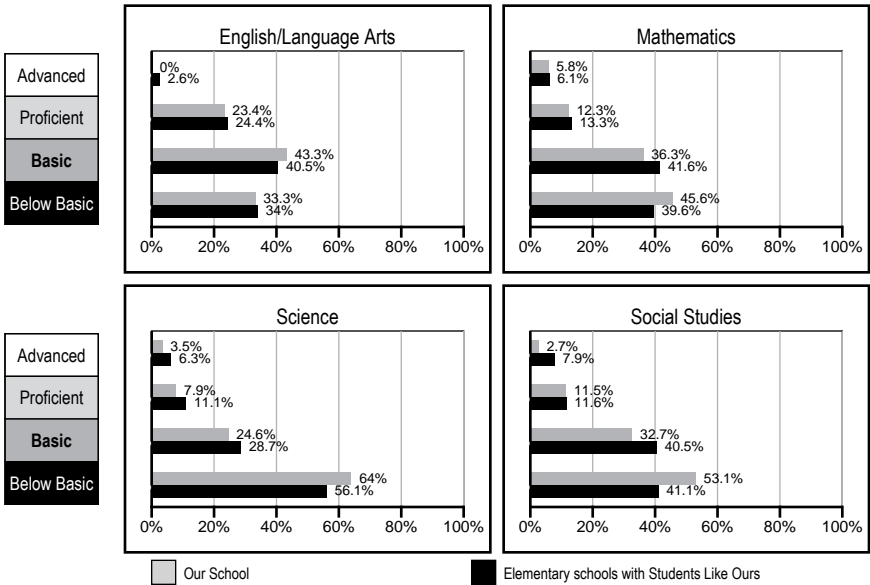
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	4	44	60

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable | N/AV–Not Available | N/C–Not Collected | N/R–Not Reported | I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=439)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	7.4%	Down from 7.5%	3.1%	2.3%
Attendance rate	94.6%	No Change	96.0%	96.3%
Eligible for gifted and talented	1.0%	Down from 3.5%	2.8%	10.4%
With disabilities other than speech	15.5%	Up from 12.0%	7.8%	7.5%
Older than usual for grade	5.1%	Up from 3.1%	1.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.3%	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	62.5%	Up from 59.5%	53.7%	56.7%
Continuing contract teachers	65.0%	Down from 83.8%	68.9%	77.3%
Teachers with emergency or provisional certificates	8.1%	Up from 3.0%	0.0%	0.0%
Teachers returning from previous year	86.3%	Up from 82.3%	82.7%	86.4%
Teacher attendance rate	94.3%	Up from 91.2%	95.0%	94.9%
Average teacher salary	\$45,603	Up 4.4%	\$43,799	\$45,345
Professional development days/teacher	10.0 days	Down from 11.8 days	13.9 days	12.6 days
School				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	17.6 to 1	Down from 19.7 to 1	16.5 to 1	18.5 to 1
Prime instructional time	86.5%	Up from 82.5%	89.4%	89.8%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	85.9%	Down from 100.0%	100.0%	100.0%
Character development program	Average	Up from Below Average	Excellent	Excellent
Dollars spent per pupil*	\$6,665	Up 10.8%	\$8,206	\$7,052
Percent of expenditures for instruction*	70.7%	Down from 73.6%	68.5%	69.1%
Percent of expenditures for teacher salaries*	64.8%	Up from 54.5%	60.7%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Black Street Elementary School completed another successful year in working toward providing an exemplary education for all students. It is the goal of our school to meet the needs of each child who is enrolled at Black Street and to provide many opportunities for that child to experience success. Teachers continued professional development in an effort to stay current in best practice and improve instructional strategies in the classroom. Ten white boards were purchased for instruction. With ATA and Title I funding, each 3rd, 4th, and 5th grade class and one Special needs class received an interactive white board. Small group instruction, math remediation, after-school program and schedules allowed teachers to meet in small groups twice weekly to investigate best practices and analyze data. Single-gender classes were implemented in fifth grade this year.

Reading First was implemented in grades K-3 and our special education classes this year. It provided kindergarten through third grade and special education teachers with theory and instructional strategies proven to be effective by scientifically-based research. Dominic was administered to each kindergarten through fifth grade and special education to pinpoint strengths and weaknesses in comprehension. We will continue with year two of Reading First in the fall of 2008.

Our SIC met on a regular basis and worked toward engaging parents as partners in the education of their children and in helping to move the school forward.

We are extremely proud of our service-learning project and Relay for Life .Through these projects; the school donated a combined total of over \$4500.00 to the Senior Center and American Cancer Society.

Black Street Elementary continues to make positive strides in meeting the needs of all its students. We are committed to providing an opportunity for the total child to develop as a productive, competent member of society through challenging learning opportunities.

Plans for the 2008-2009 school year include implementing strategies that continue to engage students for successful futures.

Daniel D. Green, Principal
Catherine Chisolm, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	58	26
Percent satisfied with learning environment	70.4%	84.5%	76.9%
Percent satisfied with social and physical environment	73.1%	74.1%	64.0%
Percent satisfied with school-home relations	53.8%	75.9%	66.7%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 14 out of 18 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

Restructure

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	24.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	10.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.6%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	187	99.5	32	42.9	24	1.1	34.9	33	48.2	Yes	Yes
Gender											
Male	102	99	38.3	42.6	18.1	1.1	25.5	26.9	41.7	N/A	N/A
Female	85	100	24.7	43.2	30.9	1.2	45.7	38.8	55	N/A	N/A
Racial/Ethnic Group											
White	40	97.5	16.7	33.3	50	0	61.1	45.5	60	I/S	Yes
African American	144	100	35.3	45.6	17.6	1.5	28.7	23.3	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	33.3	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.8	47	I/S	I/S
Disability Status											
Disabled	42	97.6	51.3	25.6	17.9	5.1	25.6	8.9	16	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	42.9	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	170	99.4	32.9	42.9	23	1.2	32.3	27.3	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	187	100	44.3	36.4	12.5	6.8	29	29.4	45.8	No	Yes
Gender											
Male	102	100	51.6	30.5	13.7	4.2	26.3	29.5	45.6	N/A	N/A
Female	85	100	35.8	43.2	11.1	9.9	32.1	29.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	40	100	29.7	35.1	24.3	10.8	54.1	42.9	59	I/S	Yes
African American	144	100	47.8	36.8	9.6	5.9	22.8	18.8	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	31.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.2	46.2	I/S	I/S
Disability Status											
Disabled	42	100	55	30	7.5	7.5	20	9.7	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	42.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	170	100	46.3	35.2	11.1	7.4	29	23.8	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	123	98.4	62.6	25.2	8.7	3.5	12.2	25.8	35.7	94.6	94.6
Gender											
Male	63	100	67.2	15.5	12.1	5.2	17.2	28.2	37.4	94	94.1
Female	60	96.7	57.9	35.1	5.3	1.8	7	23.5	33.8	95.3	95.2
Racial/Ethnic Group											
White	28	96.4	48.1	29.6	18.5	3.7	22.2	41.9	49.2	93	93.8
African American	93	98.9	66.3	24.4	5.8	3.5	9.3	13	17	95.1	95.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	58	N/A	96
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	37.5	24.9	91.2	95.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	35.3	37.4	93.8	91.2
Disability Status											
Disabled	26	92.3	83.3	4.2	12.5	0	12.5	9.5	14	93.4	93.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	97
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	34.3	24.4	91.5	95.8
Socio-Economic Status											
Subsided meals	113	99.1	64.5	25.2	6.5	3.7	10.3	17.6	21.1	94.5	94.3
Social Studies											
All Students	124	93.6	48.6	35.8	12.8	2.8	15.6	18.6	34	94.6	94.6
Gender											
Male	69	91.3	49.2	39	8.5	3.4	11.9	20.8	36.6	94	94.1
Female	55	96.4	48	32	18	2	20	16.5	31.3	95.3	95.2
Racial/Ethnic Group											
White	27	100	37.5	41.7	16.7	4.2	20.8	28.3	44.5	93	93.8
African American	94	92.6	51.8	33.7	12	2.4	14.5	11.8	19.1	95.1	95.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.5	58.9	N/A	96
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	17.2	27.5	91.2	95.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	10.5	32.7	93.8	91.2
Disability Status											
Disabled	26	76.9	47.4	42.1	10.5	0	10.5	4.2	14.4	93.4	93.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	97
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	23.1	27.3	91.5	95.8
Socio-Economic Status											
Subsided meals	111	92.8	50	33.7	13.3	3.1	16.3	13.3	21	94.5	94.3

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	74	98.7	27.9	35.3	33.8	2.9	36.8	
	4	71	97.2	50.8	38.5	10.8	0	10.8	
	5	75	96	48.5	42.6	8.8	0	8.8	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	63	98.4	15.5	36.2	46.6	1.7	48.3	
	4	60	100	35.1	49.1	15.8	0	15.8	
	5	64	100	45	43.3	10	1.7	11.7	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics									
2007	3	74	98.7	36.8	48.5	11.8	2.9	14.7	
	4	71	97.2	60	29.2	10.8	0	10.8	
	5	75	96	45.6	41.2	8.8	4.4	13.2	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	63	100	27.1	44.1	13.6	15.3	28.8	
	4	60	100	50.9	31.6	14	3.5	17.5	
	5	64	100	55	33.3	10	1.7	11.7	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Science									
2007	3	37	100	50	35.3	8.8	5.9	14.7	
	4	71	97.2	70.8	18.5	7.7	3.1	10.8	
	5	37	100	62.2	29.7	2.7	5.4	8.1	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	31	93.6	46.4	35.7	14.3	3.6	17.9	
	4	60	100	71.9	17.5	8.8	1.8	10.5	
	5	32	100	60	30	3.3	6.7	10	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies									
2007	3	37	97.3	29.4	35.3	11.8	23.5	35.3	
	4	71	97.2	43.1	49.2	7.7	0	7.7	
	5	38	92.1	63.6	24.2	12.1	0	12.1	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	32	96.9	17.2	48.3	24.1	10.3	34.5	
	4	60	96.7	60	34.5	5.5	0	5.5	
	5	32	84.4	60	24	16	0	16	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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